

Trombley, Agatha, Sister. The reorganization of Columbus Day Nursery....

Service Paper

1947

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

LIBRARY Service paper
Trombley, A., Sr.
1947

The Gift of...Agatha...Trombley...Sister.....

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Service Paper

THE REORGANIZATION OF
COLUMBUS DAY NURSERY
SOUTH BOSTON, MASSACHUSETTS
PERSONNEL, ADMISSION POLICY,
CLASSIFICATION OF CHILDREN,
PROGRAM, RECORDS, COMMUNITY
CONTACTS

Submitted by

Sister Agatha Trombley

(A. B., Saint Joseph College, Emmitsburg, Maryland, 1946)

In Partial Fulfillment of the Requirements
for the Degree Master of Education

First Reader . Dr. Helen A. Murphy, Assistant Professor of Education

Second Reader . Dr. Donald D. Durnell, Professor of Education

Gift of Sr. A. Trombley
School of Education
May 29, 1947
28150

TABLE OF CONTENTS

CHAPTER	PAGE
I INTRODUCTION	
Foundations	
Aims	
Need for the day nursery in South Boston	
II SURVEY OF PRESENT CONDITIONS	
Personnel	
Admission policy	
Children in the nursery	
Program	
Records	
Community contacts	
III PROPOSED PLANS	
Personnel	
Administrative body	
Teaching staff	
Special services	
Medical service	
Social service	
Psychological service	
Dietitian	
Maintenance workers	

CHAPTER 1

CHAPTER

PAGE

Admission policy

Basis of selection

Admission procedure

Classification of children

Program

Long range program

Staff

Children

Parents

Daily program

Records

Purpose of records

Types of records

Keeping the records

Record forms

Community contacts

Conclusion

BIBLIOGRAPHY

CHAPTER I

INTRODUCTION

I. FOUNDATION OF COLUMBUS DAY NURSERY

Early in the year 1907, at the suggestion of Monsignor George J. Patterson, the Robert Fulton and Pere Marquette Councils of the Knights of Columbus appointed a committee to examine carefully and investigate the question and necessity of a day nursery in South Boston. After a careful inquiry into the subject the committee reported the results and were authorized by their councils to establish a day nursery. The committee organized themselves as a Board of Government and immediately opened negotiations with the Sister Superior of the Carney Hospital for the assignment of two experienced Sisters of Charity to have charge of the day nursery. The kindness and cooperation of the Sister Superior toward the Board of Government made the success of the undertaking unquestionable. From the very beginning public feeling was behind them in their work. Supported by material assistance given by the people of South Boston the board was successful in securing a large building located at 376 West Fourth Street. In 1935 the nursery was transferred to 371 West Fourth Street.

CHAPTER I

INTRODUCTION

I. FOUNDATION OF COLUMBUS DAY NURSERY

Early in the year 1907, at the suggestion of Monsignor George J. Patterson, the Robert Fulton and Peter Narquois Councils of the Knights of Columbus appointed a committee to examine carefully and investigate the question and necessity of a day nursery in South Boston. After a careful inquiry into the subject and were authorized by the Councils to immediately opened negotiations with the Sister Superior of the Gurney Hospital for the assignment of two experienced Sisters of Charity to have charge of the day nursery. The kindness and cooperation of the Sister Superior toward the Board of Government made the success of the undertaking unquestionable. From the very beginning public feeling was behind them in their work. Supported by material assistance given by the people of South Boston the board was successful in securing a large building located at 375 West Fourth Street. In 1908 the nursery was transferred to 371 West Fourth Street.

II. AIMS

The primary objectives of the Columbus Day Nursery are incorporated in the stated purpose for which Saint Vincent de Paul and Saint Louise de Marillac founded the Daughters of Charity - "to serve our Lord Jesus Christ corporally and spiritually in the person of the poor." To supply day care for little ones whose mothers are obliged to work in order to support their family is foremost in the purpose of the day nursery. An educational program is also an important factor in the services rendered by the Sisters.

For forty years the Columbus Day Nursery has been serving the needs of the children of South Boston. Much credit is due to all who have generously contributed time, personal efforts and material support to an organization which has so well accomplished the aims for which it was established.

III. NEED FOR THE DAY NURSERY IN SOUTH BOSTON

Last year the Knights of Columbus presented the day nursery to the Most Reverend Richard J. Cushing, Archbishop of Boston. The opportune time had come for reorganization. His Excellency requested that a survey of the social conditions in South Boston be made. Existing conditions reveal that the

day nursery is still a necessity to relieve the problem of the working mothers, broken homes and large families. The children of this area come largely from three-family tenement houses, with poor sanitary facilities. Not only are the homes overcrowded but many of them are in need of major repairs. The population of South Boston in 1940 was 62,600. Although it was not as densely populated as six other areas, it was over twice as densely populated as Boston. The greatest number of inhabitants are Irish. There has been a recent increase in the number of Italian, Lithuanian and Polish groups and a slight decrease in the Irish population. South Boston has grown from a pastoral land to an industrial area. The majority of workmen are unskilled laborers and factory workers. A minority hold clerical positions. In view of these socio-economic problems His Excellency has made provision for a general reorganization of the Columbus Day Nursery for the purpose of broadening its scope of activity.

The Sisters of Charity of Saint Vincent de Paul who have conducted the day nursery since its establishment have been requested by His Excellency to continue the work. In order that a trained personnel might be in readiness, three Sisters entered Boston University and the Nursery Training School of Boston with a view to securing Degrees with Nursery

School Education as their field of concentration. Two of these Sisters who are candidates for the Master's Degree in May, 1947, are undertaking this service problem in lieu of the thesis usually submitted as partial fulfillment of degree requirements.

It is fitting before considering plans for the future to give a brief resume of present conditions in the Day Nursery: personnel, children in the nursery, admission policies, program, records, community contacts, building, equipment and financing.

The present teaching staff of the Columbus Day Nursery consists of the director and an assistant teacher. The director has had training in nursery education and the added experience of eight years' experience with pre-school children. The assistant teacher has had the same training and is under the direction of the staff members. During the course of the nurse's experience in the nursery she observes the individual reactions of the different age levels.

The cook works full time, preparing mid-morning and afternoon lunches as well as the hot meal at noon. The housekeeper does the cleaning and keeps the nursery clean and orderly. During her spare time she lends a pair of willing hands to the teachers.

II. CHILDREN IN THE DAY NURSERY

The children on roll number forty. In the younger group, there are twelve children, ranging from two to three years old. The older group is composed of twenty eight children, ranging from four to five years of age. Although the

CHAPTER II

SURVEY OF PRESENT CONDITIONS

I. PERSONNEL

The present teaching staff of the Columbus Day Nursery consists of the director and an assistant teacher. The director has had training in Nursery Education and the added advantage of eight years' experience with pre-school children. A student nurse from the Carney Hospital is under the direction of the staff members. During the course of the nurse's experience in the nursery she observes the individual reactions of the different age levels.

The cook works full time, preparing mid-morning and afternoon luncheon as well as the hot meal at noon. The housekeeper does the mending and keeps the nursery clean and orderly. During her spare time she lends a pair of willing hands to the teachers.

II. CHILDREN IN THE DAY NURSERY

The children on roll number forty. In the younger group, there are twelve children, ranging from two to three years old. The older group is composed of twenty eight children, ranging from four to five years of age. Although the

division is mainly chronological, allowances are made for individual cases of maturity or immaturity.

All the children are American born. Their parents come from eight different nations:

Albania	1
Greece	1
Lithuania	2
France	3
Canada	3
England	3
Ireland	13
Italy	<u>18</u>
Total	44

The remainder are Americans. Although records of parent education have not been kept, personal interview with them indicates that their education ranges from grammar school to high school, with a minority in the latter group. Religious background is Catholic with the exception of one Orthodox Greek family. This is due to the fact that the people of South Boston are 90% Catholic.

III. ADMISSION POLICY

The admission policy rests on the basis of the most needy, regardless of creed, race or nationality. The socio-economic structure of the South Boston area has been discussed. It, therefore, becomes a problem of selecting the most needy. Working mothers are given the preference. The records show that there are thirty-one mothers, five mothers deceased and six families where both parents work because of illness or insecurity in employment. A conference with the parent and a home visit precede admission to make sure the family is in need of the services rendered by the nursery.

IV. PROGRAM

The aim of the entire program is to assist children to develop physically, intellectually, socially, emotionally and spiritually in an atmosphere conducive to child growth. Many opportunities are offered for the development of: motor and muscular control by means of play materials; language ability through conversation and story-telling; creative interests through paints, blocks, crayons, music, and experiences with nature; social awareness by contact with other children and adults; emotional stability by wise guidance; and a love of God through stories, pictures, music and prayers.

The establishment of routines is an important element in the daily schedule. This schedule is flexible at all times. Both groups follow the same time schedule except for the noon meal.

Daily Schedule

7:45-9:00	Arrival Morning Inspection
9:00-9:20	Prayers Picture Study Stories
9:20-10:00	Milk and crackers
10:00-11:00	Outdoor free play when weather permits Indoor free play
11:00-11:30	Washing and elimination routine
11:30-11:45	Rest period
11:45-12:15	Dinner Younger Group
12:15-12:45	Dinner Older Group
12:15-2:30	Nap period
2:30-3:00	Milk and sandwich
3:00-4:00	Outdoor Play
4:00-5:00	Departure

The health program for the children under the jurisdiction of the nursery is a vital factor in physical development. Preventive measures are taken to promote good health. A pre-admission physical examination is required.

Immunization for communicable diseases and an x-ray in case of exposure to tuberculosis are part of the program. Careful morning inspection limits the number on the sick list. A physical examination is required at least once a year. In case of emergency the children are taken to the Carney Hospital, Out-Patient Department or the Health Unit.

Parent education is provided for in the daily contact of parent and teacher during the morning inspection. Personal conferences and home visitation are valuable in this part of the program. Many mothers are encouraged by the wise guidance of the director and her assistant. With this help, renewed efforts have safely tided families over a critical period.

V. RECORDS

Records of each child's family background are kept on file. A copy follows - see Page 10. The administration is well aware of the inadequacy of the present record system.

VI. COMMUNITY CONTACTS

The Knights of Columbus, as the governing body, supported the day nursery up until last year. Although the nursery is no longer under their auspices they still make private contributions. Monthly checks and seasonal donations

Name
 Address
 Birth
 Baptized Church
 Vaccinated
 Scarlet Fever Measles
 Mumps Whooping Cough

 Father's Name
 Birthplace and Date
 Religion Occupation Earnings
 No. Children Boys Girls
 Mother's Maiden Name
 Birthplace and Date
 Where and when Married
 Religion Occupation Earnings
 Separated, Divorced, Married, Deserted, Widow. Admitted 19

PRESENT RECORD FORM

are also given by the Catholic Daughters of America.

As has been stated, physical examinations and accident cases are referred to the clinic at the Health Unit or to Carney Hospital Out-Patient Department.

Other agencies with offices in the Health Unit also give part time service to the nursery. The Catholic Charitable Bureau supplies a social worker who investigates the homes of applicants when there is question of eligibility for day care. She also refers cases to the nursery. The Family Society renders a similar service. The Boston Provident Association offers temporary employment with pay to persons in need. Through this temporary employment agency, the nursery receives additional help, which may be anything from household duties to repairing equipment.

CHAPTER III

PROPOSED PLAN

I. PERSONNEL

The personnel will be divided into four sections: (1) the administrative body, (2) the teaching staff, (3) staff members rendering special services, and (4) maintenance workers.

Administrative body. The Most Reverend Richard J. Cushing, Archbishop of Boston is the president, ex officio of the Columbus Day Nursery. The administrative responsibility of the entire organization has been delegated to the Daughters of Charity of Saint Vincent de Paul by His Excellency. The personnel will be composed chiefly of members of this religious community. There has been no organization of an advisory board for the year 1947-1948 but the proposed plan has been drawn up with the aid of experts in the fields of administration, education, social work, architecture, finance and law. The agency will in the future organize an advisory board composed of professional members in these areas.

The director of the day nursery will have a Master's Degree in Education and a Diploma in Nursery Education. The functions of the director will cover two main areas -

administration and supervision. The director's administrative duties fall under two headings: (1) organization, and (2) administration. Organization implies the efficient coordination and integration of all the services included in the program. In order to organize the specific responsibilities of the employed personnel it will be necessary for the director to evaluate herself as an administrator. The results of this self-analysis will determine the degree and kind of responsibility to be delegated to other members of the staff. A knowledge and appreciation of the potentialities of staff members will be essential in delegating duties to the most competent persons. Organization of the specific functions of staff members will be considered later.

The administration of the program devolves upon the entire staff under the leadership of the director. Although the program is a joint enterprise of director and staff, the director must have a clear conception of all the essential elements of a good program in order to operate as a democratic leader in planning the program. The director will then be responsible for the direction of the planned program. Under administrative duties, the enforcement of health regulations, fire laws, and safety rules will also be included.

Supervisory obligations are a direct responsibility of the administrator. The improvement of teaching techniques

by supervision of both graduate and student teachers is only one of the director's supervisory functions. She will also be accountable for the adjustment of the individual child in the group to which he has been assigned. This will be done by providing for his particular needs. The individual development of her graduate and student teachers is also important. Time for individual conferences as well as staff meetings to meet the need of in-service-training, will be included in the director's schedule.

Apart from administrative and supervisory duties, the director will be called upon to perform various other activities. Substitution for absent staff members, clerical responsibilities, which include correspondence, interviews, telephone calls, reports of various types, records and financial transactions are some of the daily routine duties which will be expected of the director.

The teaching staff. The teaching staff will be composed of three qualified persons, - two religious teachers and one lay teacher. The religious teachers are experienced in day care of preschool children and have had courses in Nursery Education. The lay teacher has her certification as a nursery school teacher and some experience in the actual work. Previous years of experience characterize them

as persons of keen observation, insight, understanding and mature judgment; persons with the physical stamina necessary to endure the fatigue of a day spent with two, three or four year olds; in other words, persons well qualified for work with young children. There will be two experienced Sisters in one group with the director acting as head teacher, and in the other group there will be a lay teacher and a Sister as a student teacher.

The primary responsibility of the teacher in each group will be the guidance of every child under her supervision. The teacher, as well as the director, will be responsible for the adjustment of new children. This adjustment and further development of each child, from the morning he enters until he is promoted either to the next group or to kindergarten, will be a process of continual growth. The teacher should be cognizant of the needs of each child and refer unusual incidents to the proper source.

The morning inspection of her own group will be the duty of each teacher. If there is doubt about the physical condition of the child, the teacher will consult the public health nurse. The casual conversation between parent and teacher, during the morning inspection will reveal many factors which will influence the child's day. The child recognizes the significant reactions of the teacher to his

mother. He will realize that his mother and teacher are working together and that there is a mutual confidence between them. This will create a feeling of security and lay a foundation on which to build for the day. On the other hand if there is tension or disagreement, the child will sense this also, and the teacher may find it necessary to refer this case to the social worker or director. In either case the contact at morning inspection will give the teacher a clue as to what she should expect from the child during the day and how she will handle the various problems which she foresees will arise.

The teacher will be responsible for planning and directing the program in her group. It will be her obligation to see that all activities run smoothly. The policies and procedures indicated in the principles of the day nursery will be effected through the teacher. The guidance of the individual within the group is essential in all experiences. The teacher will be expected to set up an environment for every phase of the program which will insure physical, emotional, social, intellectual and spiritual development.

In helping the child to develop physically the teacher will be concerned for his safety, health and comfort. Temperature, ventilation and lighting of rooms should be regulated to insure a healthy atmosphere. The teacher will guide each child at his own particular level, to assume responsibility for his own health habits, and teach him how to use

equipment safely. She will take the precaution necessary to arrange the equipment in an orderly way, checking it to make sure there are no splinters, nails or other hazards. She will also supervise stairways. Through her ingenuity in arranging equipment, the teacher will stimulate the child's interest, thus insuring a variety of motor activities to each child. She will help the children to accept the routines of eating, sleeping and toileting by encouraging a certain amount of independence.

The child must face failure as well as success. The teacher therefore will see that the child is confronted with problems he is capable of overcoming, but will prevent them from being too numerous or discouraging. Sympathy, understanding and affection will give the child the security necessary to develop into a stable, well-adjusted person.

The stage for social development will be set by the teacher. She should encourage desirable attitudes towards adults and other children. The most successful technique in establishing an environment conducive to social attitudes is the example which the teacher gives in her contact with parents, staff-members, and the children.

The intellectual development of the child is interwoven in all activities. The child's interest in his surroundings, in the world about him, in people, in books, in music and in art should be encouraged by the teacher. This

directing of the child's intellect toward worthwhile interests will do much to eliminate undesirable types of behavior. Each teacher will encourage intellectual development by guiding children to the solution of their own problems and by fostering independent thinking.

The teacher will be responsible for the religious atmosphere of the school. The spiritual development of the child will not be an isolated factor in teacher guidance, but one that will permeate all the other experiences in the program.

Secondary responsibilities of the teacher will be the keeping of records, the supervision of housekeeping within her room, and the establishing of good relationships with parents, staff and community.

A program for student teachers from training schools in Boston will be offered. For these students, the amount of observation and participation in group work will be determined by the purpose for which the specific training school sends its students to do practice teaching. Practice teaching requirements range from four hours to fifteen hours a week. Students who are practice teaching on full time schedule will have the opportunity of establishing good relationships with the children, their parents and the staff. Those on a short time schedule will have this opportunity in a lesser degree. During the term the student will have the advantage of individual conferences with her teacher or the director. A general con-

ference with the director for all students will be arranged at regular intervals. The students may feel free to discuss any phases of practice teaching at these meetings.

Special services.

Medical service. A member of the American Academy of Pediatrics from the Carney Hospital staff will render service to the day nursery on a part time basis. The focus of this service will be the promotion of health regulations, which include the growth and development of the individual child and the group. In promoting the health regulations the pediatrician will inform the nursery staff and the parents of the current issues on prevention of communicable diseases, the admission or exclusion of children who have recently had contagious, infectious diseases or who have been exposed to such. Regular pre-admission physical examinations may be given by the attending pediatrician but the majority of cases will probably be taken care of at the local health unit. Advice to parents on immunization, medical treatment and physical corrections will be given by the pediatrician. His services for the most part will be advisory so as not to duplicate the services which are already established in the district health unit. To summarize, he will act as interpreter of health policies to both staff and parents.

To meet the immediate needs of South Boston more

adequately, the agency will carry on a health program which will render service to individual families connected with the day nursery and to other families in the community. Mindful of these, and similar needs in other communities, two Sisters, one of whom will serve South Boston, were appointed to complete the program of study in public health nursing at the Catholic University of America, School of Nursing Education, Washington, D.C. (The program of the University has been approved by the National Organization of Public Health Nursing.) This Sister on duty as visiting nurse in the South Boston area, will be a full time member of the staff. Her major responsibility will be to organize the service in relation to the agency and to carry on the direct nursing service of the agency in the home. Other responsibilities will include: (1) instruction of staff members and parents with regard to public health agencies, (2) advice in deciding doubtful cases which occur during the morning inspection, (3) first aid service for minor physical injuries, and (4) consultation with student nurses.

The student nurse affiliation at the day nursery will be preceded by an introductory conference with the Pediatric Supervisor of Carney Hospital in order that the students may have some understanding of the objectives behind the program. Their program will continue over a period of two weeks. It will provide opportunity for the students to observe the tech-

niques of the teacher and to participate in the work of the nursery. This period of observation and participation will enable the nurses to understand better the various stages of growth and development of the child from two to five years of age. It is hoped that this time will have an essential influence upon the pediatric work of the nurses in the hospital.

During the orientation period of two days duration, the student nurse will spend her time becoming familiar with the staff, the children, the program, and the physical set-up of the nursery. As the week progresses she will be requested to participate in the activities in proportion to her needs and capabilities. The remainder of the time will be divided among observations, participation in the program, and home visitation of one or two families. The results of the student nurse's experience in the nursery will be summed up in a developmental summary of one child. Conferences with the public health nurse, director or head teacher will be a guiding factor in organizing material for the developmental record. At certain intervals, spaced throughout the year, the student nurses will be called upon to weigh and measure the children as part of their experience in the nursery.

Social service. Social service will be an important function of the day nursery. Its importance may be readily realized by the number of economic problems presented by the people living in the West Broadway district of South Boston.

The future plan is to enlarge upon the field of social service by rendering counseling service to families other than those seeking day care for young children. However, during the year 1947-1948, the social case work for the day nursery will be done by the director, who will investigate services of the local agencies, make use of the Social Service Index to form evaluation of the help needed and who will also obtain consultation service on special cases from the social worker of the Catholic Charitable Bureau.

In September, 1948, a full-time social worker will be available. At present this Sister is completing studies at the Boston College School of Social Service. Her services will be directed toward relationships between the family and the day nursery. As a day nursery social worker, her attention should remain focused on the family in relation to the welfare of the child, remembering that what proves beneficial to the family, will also prove beneficial to the child and what is harmful to the family will be harmful to the child.

The functions of the case worker in relation to the agency will be an auxiliary service in administering intake and discharge policies. She will help: (1) in deciding which cases are most in need of day care, (2) in interpreting to parents the aims and procedures in the work of the nursery, (3) in arranging for the child's first visit, (4) in referring families to other agencies, and (5) in continuing a whole-

some relationship with the parents. These services will enable the teaching staff to gain a keener insight into the various factors influencing the child. Thus a mutual understanding of the professional work of both teacher and worker is essential to each for the child's welfare. In addition to this mutual understanding, cooperative planning and working are necessary.

Psychological service. It has been possible to secure the part-time services of an experienced psychologist. This will insure the day nursery of the advisory aid of a competent person in the field of psychology. Her advice will be sought on the usual problems of children who need special help and in the event that a parent or child be in need of psychiatric treatment. In the latter case she will advise when and how this treatment can be obtained. The psychologist will also be consulted on the testing program which will be given.

Dietitian. The menus will be prepared by a dietitian who has had experience in hospital dietetics and in the Child Development Unit of the Merrill Palmer School. Her principal responsibility in addition to preparation of menus will be advisory consultations with the teaching staff and with parents whose children are having feeding difficulties.

Maintenance workers. The first essential characteris-

istic of the caretaker should be good personal relationships. He should favor children and be a favorite of children. The nature of his duties will require that he be patient, cooperative, friendly, orderly, and reliable. His services to the nursery will call for competence in the use of tools and cleaning equipment. He will be responsible for the surveillance of the heating and electrical systems. His duties will include window cleaning, mopping floors, caring for grounds and walks especially when the weather is inclement, repairing equipment, and checking on fire and safety hazards. He will serve on a part-time basis.

A full-time housekeeper will render daily cleaning services to the day nursery. The children's playrooms, sleeprooms, lavatories, and inspection room require thorough cleaning each day. Staff rooms, offices, and hallways will be dusted daily and cleaned weekly. Responsibility for the laundry will be a weekly duty, also. Helping in the kitchen, washing dishes, cleaning cupboards and shelves, assisting teachers in setting tables, and mending bibs, sheets, and towels will be some of the various duties expected of the housekeeper.

Since the menus will be prepared by the dietitian, the cook will assume full responsibility for the preparation of the food, including morning juice and afternoon lunch. Along with this major responsibility, she will be expected to clean the kitchen and all kitchen facilities and to assist the housekeeper with the dishwashing.

II. ADMISSION POLICY

Basis of selection. The admission policy is based upon the primary objective for which the day nursery was established, day care for children of working mothers. Prior to the child's admission, the director or social worker will investigate the home situation and inquire into the mother's reason for working. Other cases which will be considered as legitimate reasons for soliciting day care are the illness, death or desertion of one parent. Children from large families will also be considered eligible.

The agency will provide for fifty children, ranging from two to four and a half years of age. In the selection of children, there will be no distinction as to race, nationality, or creed.

Admission procedure. During the first interview with the parent, the social worker will interpret the service of the day nursery to the parent. A tour of the nursery will give the parent an opportunity to become acquainted with staff members and the building layout. As the interview progresses, the parent will be helped to realize what the experience will mean to the child and to the family. The worker will stress the point that the agency is only a supplement to the home and that having placed the child in the

day nursery, there is still a parental responsibility in helping the child to accept the group experience and the separation from home. An integral part of this interview will be inquiry into the reasons for application. The applicant may discover under the guidance of a skilled worker that day care will not solve the problem, in which case the worker will help the parent to arrange another plan more suitable to her needs.

The second step will be a home visitation by the social worker to investigate the total situation and to become acquainted with the child's home, family background, and neighborhood surroundings. A conference of social worker, director, and teacher will be held following the home visitation to decide the possibility of admission. The initial decision having been made, the parent will be given an appointment for a second interview. At this interview a general information blank will be made out and the medical record blank given to the parent to be filled in by the family physician, attending pediatrician, or the physician at the clinic or hospital. A satisfactory medical report will be required to protect the individual child and the group. The child will then be ready to visit the nursery and become acquainted with the staff members and the

physical set-up of the nursery. Individual differences in adjustment will determine the length of the admission period. Parents will be requested to spend as much time with the child as will be necessary during the adjustment period.

New children will be admitted gradually, not more than two children to each group during a week. This arrangement will allow the teacher to focus her attention upon the newcomers.

III. CLASSIFICATION OF CHILDREN

Children will be grouped into two main divisions, according to chronological age. The younger group will be composed of twenty-five children, ranging from two years old to three and one half years old. Twenty-five three and one-half to four and one-half year olds will comprise the older group. As the children in the group develop a division will be made on the basis of maturity. The teachers in each group will rearrange equipment to meet this need.

To view these principles according to the Catholic philosophy of education it is necessary to analyze the word "person" and to add two balancing traits. In speaking of children as persons, the word person connotes "a child

IV. PROGRAM

Long range program.

A well-rounded program which contributes toward the harmonious development of the physical, social, emotional, intellectual, and spiritual powers of the child must be based on sound objectives.

The following fundamental principles¹ have been drawn up by outstanding leaders in nursery education:

1. Children are persons.
2. Education should always be thought of as guidance (teaching) which influences the development of persons (personalities).
3. Maturing and learning must go hand in hand in the process of development.
4. It is important that personalities be well balanced. Therefore in guiding children, we should aim to help them develop balancing traits at the same time that we try to supply what they need for self realization. Some of the balancing traits are:

security and growing independence
self-expression and self-control
awareness of self and social awareness
growth in freedom and growth in responsibility
opportunity to create and ability to conform

To view these principles according to the Catholic philosophy of education it is necessary to analyze the word "person" and to add two balancing traits. In speaking of children as persons, the word person connotes "a child

¹ Fundamental Principles of the Nursery Training School of Boston, May 1944.

composed of body and soul and made to the image and likeness of God." Throughout the process of development, the child will be guided with this fundamental truth in mind. To the balancing trait "awareness of self" would be added "awareness of God" and "awareness of self in relation to God" on the child's level.

The long range program, based upon principles as stated above, will be designed to meet the needs of all persons connected with the day nursery including staff, children and parents. A great portion of long term planning for staff members has been treated in the first section of this chapter.

In case of illness, staff members will be allowed a reasonable amount of time for sick leave with compensation, when possible, substitutes will be employed to fill in the vacancy.

The day nursery will be open all year round. Therefore the problem of staffing at vacation time will be a vital point. Vacations will be spaced at intervals to avoid understaffing. It may be possible to obtain volunteer services of young girls interested in preschool children. The calendar for the year will be adapted to the needs of the children. Therefore, Christmas, Easter and Spring vacations will be short.

The professional growth of staff members is essential

Staff. The strenuous duties of the teaching staff require that nursery school teachers have adequate health to cope with these fatiguing activities and the innumerable exposures to which they are subjected by daily contact with children. A physical examination and chest x-ray for all staff members will be required annually.

Staff members will have the protection of accident insurance. Emergency service will be given by Carney Hospital.

Provisions will be made for one daily period of relaxation for staff members on constant duty with the children. This period will be fixed at times when it is possible to minimize close supervision of children.

In case of illness, staff members will be allowed a reasonable amount of time for sick leave with compensation. When possible, substitutes will be employed to fill in the vacancy.

The day nursery will be open all year round. Therefore the problem of staffing at vacation time will be a vital point. Vacations will be spaced at intervals to avoid understaffing. It may be possible to obtain volunteer services of young girls interested in preschool children. The calendar for the year will be adapted to the needs of the children. Therefore, Christmas, Easter and Spring vacations will be short.

The professional growth of staff members is essential

if the program is to be effective. Provision for in-service training of staff members is a responsibility of the director. To fulfill this obligation the added responsibility of personal professional growth is necessary. The director will endeavor to keep well-informed of current trends in the field of nursery education by attending professional meetings, institutes and lectures; through professional readings, and by observation in other set-ups. Each staff member will be expected to make good use of these means in her particular field whether it be education, health or social work. All may profit by exchanging ideas.

A professional library for the use of staff members will be organized to meet individual needs. Books will cover the following areas: (1) child psychology, (2) child development, (3) parent education, (4) preschool education, (5) behavior problems, (6) nutrition, (7) child health, (8) teacher guidance, (9) home, school, and community relations, (10) intelligence testing, and (11) elementary education.

Teachers may carry late afternoon courses in conjunction with their work as nursery school teachers. This plan will be possible if their absence from the day nursery occurs at the time when both groups are having outdoor free play or when other staff members are free to substitute.

The effectiveness of a unified, well integrated service depends upon staff relationships. One of the major ways of

establishing good staff-relationships and of offering in-service training is the staff meeting. Staff meetings may be one of three types: (1) administrative meetings, (2) supervisory or instructional meetings, or (3) social meetings. The first staff meeting of each year will be mainly of the administrative type but as time elapses the supervisory meetings will be predominate. Administrative notices can be posted on the bulletin board or taken care of outside staff meetings. If this arrangement proves unsatisfactory, a small portion of each meeting might be given over to administrative purposes. The administrative meetings will cover routine matters, announcements, maintenance problems, delegation of teacher assignments, and appointment of committees. The need for cooperative planning and working in these areas emphasizes the principle that teacher participation should be a dominant characteristic of such meetings.

Growth and development of staff members as a group depend upon the success of supervisory meetings. The instructional program will include: (1) guest speakers who will discuss various phases of preschool education; (2) reports of observations made by individual staff members, either in connection with the Columbus Day Nursery or with another agency; (3) plans for improvement or adjustment of the program; (4) means of effecting a more wholesome relationship

with other organizations in the community; (5) discussion of general problems connected with the children, parents or community. The importance of cooperative thinking and planning necessitate a maximum amount of teacher participation.

Organized social meetings will be comparatively few because the majority on the staff will be members of a religious community, which has a fixed time for recreational opportunities in the order of the day. Informal social gatherings for lay-members of the staff, student teachers, and nurses will be planned throughout the year.

The question of the day and the time that staff meetings will be held is to be agreed upon by staff members. Meetings scheduled for Monday or Tuesday of each week will have a more effective bearing on the proceedings of the week than a late scheduled meeting. Weekly meetings will be necessary at the beginning of the year. Later on they may be held every two weeks. The room in which the meeting is held should be large and comfortable enough to accomodate all staff members.

Parent-staff relationships based on mutual confidence, mutual interest, and sympathetic understanding will give the children a feeling of security. In a situation where this foundation has been laid, parents will feel free to discuss their problems and to accept the advice given by the

teacher, psychologist, director, social worker, nurse or pediatrician. Very often, the most effective parent education is carried on in this manner. Daily contact with the parent affords the teacher an opportunity to further interpret to the parent the services of the day nursery. Health precautions will mean more to the parent when she realizes that she must share with the staff, the responsibility of protecting the group from contagious diseases by keeping her child home when he shows slight symptoms of any sickness and by informing the day nursery of exposures to infectious diseases. She will also be expected to inform the teacher of any irregularities or mishaps which will affect the child's behavior. In return, the teacher, will respect the parents' concern for the child and report little happenings of the day to reassure the parent of her deep interest in the child. Contacts with other staff members will be similar but in most cases less frequent.

Conferences with parents and home visitations will be potent factors in furthering parent-staff relationships. The teachers' time for formal conferences will be limited because of multiplied responsibilities. Casual contacts will be the main channel of conferring with parents. The teachers may set aside a specific time for formal conferences if they feel it is necessary. The director, social worker, and public,

health nurse will schedule office hours for interviewing parents. Interviews with the psychologist, pediatrician, or nutritionist will be arranged at the request of parents. Home visitations by staff members will be made at times when it is convenient to see the parent in the home. Since the majority of mothers will be working, their free hours will determine the most suitable day and hour of the home visit.

Active participation in the public relations program will aid staff members to meet the needs of the individuals in the community, and in turn the aims, procedures, and needs of the day nursery will be explained in an intelligent manner to those interested in community projects. Membership in community councils will answer this purpose.

Student teachers. The primary objective of the program for student teachers is to provide the experience of observing and participating in the total program of a day nursery. The responsibility for making this provision rests mainly with the director and the teacher under whom the students are teaching. The director and teacher will assist students in establishing professional relations with other staff members, the parents and children. Professional assistance will be given by group conferences and individual

Long Term Program

conferences, by providing opportunities to observe teaching techniques, by supervision of students' teaching techniques, and by providing occasions for students to assume responsibility for parts of the program.

The day nursery is a successful center of health control and health education in the community, and (3) to prevent and control contagious diseases among the day nursery children.

A pre-entrance examination, vaccination, an annual examination, and patch tests (x-rays when needed) will be the guiding factors in carrying out the total health program.

The routine examination for daily inspection will cover:

Head and Neck - nose, pharynx

Eyes - eyes - color or red

Throat - throat - swollen gland

Body - eruption, sores, impetigo, ringworm, poison

Body - skin, eruption, ringworm

Body - skin, eruption, ringworm

Body - skin, eruption, ringworm - sores, discharge,

or purulent, pink eye, conjunctivitis.

Body - skin - redness

Objectives of the health program of Huggles Street Nursery School, Roxbury, Massachusetts.

Objectives of the health program of the Huggles Street Nursery School, Roxbury, Massachusetts.

Long range program.

Children.

Physical development.

Health program.

"The objectives of the health program are: (1) to make the day nursery a successful center of health control and health influence in the community, and (2) to prevent and control contagious diseases among the day nursery children."¹

A pre-entrance examination, vaccination, an annual examination, and patch tests (x-rays when needed) will be the guiding factors in carrying out the total health program.

The routine examination² for daily inspection will cover:

Hair and Scalp - nits, pediculosis

Skin, Face - pallor or rash

Neck - acutely swollen gland

Hands - eruption, scabies, impetigo, ringworm, poison ivy

Body - rash, eruption, ringworm

Eyes, lids, mucous membrane - redness, discharge, or purulent, pink eye, trachoma.
Conjunctiva - redness

¹Objectives of the health program of Ruggles Street Nursery School, Roxbury, Massachusetts.

²Copied from health program of the Ruggles Street Nursery School, Roxbury, Massachusetts.

Ears - discharge

Nose - discharge - acute - chronic

Mouth, gums, mucous membranes of cheeks - redness -
exudate

Throat and tonsils - redness, membrane

In the event of a child's developing evidences of illness later in the school day he will be isolated from the group and his parents will be notified immediately of his condition. Until a parent calls for the child, "he will be kept as comfortable and happily occupied as possible."¹

Significant symptoms² to be observed include:

a running nose,

moist or reddened eyes,

a pale or flushed face,

swelling of the glands - especially in the neck,

coughing,

any type of skin lesion or rash,

discharging ears,

irritability,

¹Alice Dashiell, "The Health Program of a Day Nursery", p. 11.

²Eleanor Hosley, "A Manual for the Beginning Worker in a Day Nursery", p. 17.

fatigue,

nausea,

chills,

constipation or diarrhea,

loss of appetite, and

any distinct change from usual appearance and behavior of the child.

A small dishwasher will be included in kitchen equipment in order to sterilize the dishes after each using.

A disinfectant will be used in cleaning the toilets each day.

Establishing routines.

The ultimate objectives of the eating routine, are: (1) to foster desirable habits and attitudes in eating, (2) to provide each child with the amount and kind of food demanded by his physical needs, and (3) to encourage socially acceptable behavior at the table on the child's own level of maturity.

Fruit juice and crackers will be served for the mid-morning lunch and a lunch will be served in the afternoon. Second servings will be provided at the discretion of the teacher.

To create a cheerful, homelike atmosphere, the tables will be covered with plastic cloths of delicate shades. The children's dishes will be attractive in coloring. Tables will be set by anyone who is free just before lunch period. Two or three children may help occasionally.

Every child will be expected to taste all foods served at the noon meal. The emphasis will be on tasting rather than eating foods to which the child objects. Second servings will be given according to the child's own choice. Should a child refuse to finish his meal or dawdle beyond a reasonable time it will be assumed that he has had sufficient dinner; however, in the unusual case, it may be indicative of oncoming illness and the teacher will watch for further symptoms. Provision will be made for children who are allergic to foods served.

The teachers will sit at the tables with the children to serve their portions. As children grow in independence, they will be permitted to serve themselves. Courteous behavior and pleasant conversation will be encouraged among the children. Unpleasant discussions during the meal will be discouraged. The teachers will endeavor to create a calm, relaxed atmosphere conducive to desirable eating habits.

Daily menus for the following week will be available on Friday afternoon for those parents who desire them.

"Rest is defined in a broad sense as an antidote to fatigue and thus includes activities other than sleeping."¹

This definition of rest places an added responsibility on the teacher. She must plan for restful activities according to the needs of the group and of individual children. The majority will become accustomed to the rest periods planned for the group and this will be sufficient for them. Restful activities may be listening to music or to a story, looking at books or pictures, and any other quiet activity that the individual child finds restful.

The objectives of the rest period are to afford adequate rest for the child and to teach and help him to relax when rest is appropriate. The needs of each group and of each individual in the group will determine the length of the rest periods. The long day makes it necessary to allow for a longer nap period in the afternoon. Adjustments may have to be made for older children.

¹Ruth Updegraff, Practice in Preschool Education, p. 82.

In teaching and helping the children to accept the sleeping routine the teacher will have to be ingenious in dealing with individuals. New children will find it difficult to adjust to sleeping with the group away from home. Until the child becomes adjusted to his new surroundings the teacher will spend a great deal of time with him at the beginning of the nap period. Gradually the child's needs will be satisfied by a mere tucking in and a word of encouragement. Children who have accepted the sleeping routine in the past may experience difficulty because of some immediate disturbance. Here again the teacher lends a helping hand. In all events, the teacher's attitude during the sleep period should remain calm and relaxed. Her relaxation and serenity will set the stage for a successful nap period. Removal of certain children from the group will be necessary at times for the good of the individual child and the group, but the child should not be left alone. Teachers should check ventilation and make sure that no child is in a draft.

The aim for the washing routine is to establish habits of independence in toileting and washing. Children will be expected to assume responsibility in caring for these physical needs, managing their clothing, washing face and hands, and replacing washcloth and towel on hook. During this routine, the teacher will supervise the washroom care-

bodily activities while the older children will direct their activities toward more specific skills and abilities. Guidance in the constructive use of equipment is necessary. The teacher should encourage activities that seem to have real value for the children and redirect activities which prove harmful or non-productive. Redirection of activities may necessitate the removal of certain pieces of equipment for a time.

Opportunity for small muscle development and finer motor coordination will be provided by: manipulating small toys, block building, easel painting, finger painting, drawing with crayons, cutting and pasting, playing with peg boards and puzzles, stringing beads, and buttoning clothes.

The manner of using the equipment and play materials will vary from group to group and from individual to individual. A four year old may not have acquired skill in using large equipment and therefore will need much more assistance and encouragement than the average child of his age level, and on the other hand, a two year old may be far more skillful in balancing than would be expected of him. The teacher must be aware of these variations and provide for the individual differences, by challenging each child in proportion to his ability.

Social development. In guiding the social development of the child, the ultimate goals are: (1) to provide social contact with other children and with understanding adults, (2) to present opportunities of learning to respect the rights and property of others, to share experiences with others, to be cooperative and reasonable in solving problems with playmates without depending entirely on the teacher, (3) to teach certain degrees of conformity necessary for the well-being of the individual and the group, (4) to develop confidence in adults, and (5) to assist the child to become a happy member of the group and of society.

The teacher will assume the responsibility for the social adjustment of the child. To be of real assistance to the child, the teacher should have a full understanding of how children behave at each age level. When two year olds push and pull and refuse to share equipment with others, the teacher will guide them by suggesting ways and means of solving their difficulty but at the same time she will understand that it is natural for a two year old to be assertive, aggressive and negativistic. By the age of three, the child has a stronger tendency to establish social contact with adults than with children. He is more capable of playing with other children provided an adult is present. At four, the child possesses a strong sense of group play. He is beginning

to understand how to respect the rights of others, to share and to settle his own difficulties.

Teacher-child contacts are directed toward knowing and understanding one another. The teacher's first step is to introduce herself to the child so he may understand his relationship to the teacher. The next step is to study the individual characteristics of the child for the purpose of formulating methods of approach that will foster wholesome relations between teacher and child. Consistency in affection, discipline and keeping of promises on the part of the teacher is essential if the child is to develop a cooperative attitude toward adults.

Emotional development. The teacher will share the responsibility with the parent to aid the child in developing a rich emotional life, by helping the child to direct his tendencies toward worth-while things and to guide him in emotional control so that ultimately a well-balanced personality and happy life will be the result. Consistent affection and sympathy, combined with constructive discipline will create a sense of security. Successful participation in activities will follow as a natural consequence, once the feeling of confidence is established.

Music, art, and active play will serve as channels for release of tension. Such activities will bring about a re-

laxed condition physically and emotionally. The value of these lies in spontaneous reaction and the real enjoyment produced.

The realization that there is no real value in a tantrum is the most effective step toward its eradication. In general, tantrums are an attempt on the part of the child to obtain those satisfactions that he could not achieve in a normal manner. The teacher's task will be to help the child to choose more desirable methods of obtaining his desires. After the child has experienced the feeling of satisfaction which is the result of acceptable behavior his tantrums will gradually decrease in number.

Fear is the result of an unpleasant experience with an object, a place or a person. In assisting the child to overcome fears, the parent and teacher will endeavor to associate pleasant occasions, laughter and playfulness with the stimuli which commonly arouse fear. An atmosphere of happiness, of security, of being wanted, of confidence and of love is essential for the child who is to face the reality of his own feelings of anger, fear and pain.

Intellectual development. The intellectual development of the child is so closely linked with all the activities in the program that it would be impossible to distinguish educational guidance from social, physical, emotional and

spiritual guidance. During the preschool years the child's interests, habits and attitudes are being formed. The educational program should therefore be directed toward opportunities for maximum mental development. The objectives¹ stated below describe the ultimate aim of the intellectual development of the child.

It is desirable for an individual:

1. To have an interest in the world in which he is living and in contacts with it. In the child, this may be indicated by thoughtful questions, a variety of interests, alertness to change, investigativeness, and interest in reliving experiences.
2. To be interested in acquiring and to have a background of information and experiences with his environment.
3. To be independent in thinking. In the child, this may be indicated, for example, by the fact that he has ideas and can use them, that he plans activities, that he contributes to the ideas of the group, that he correlates thoughts and experiences.
4. To be resourceful and imaginative.
5. To have a constructive and progressively developing interest in some activities in which he can follow through ideas of his own.
6. To have critical ability, that is, the ability to recognize good ideas of others and to evaluate superior and inferior products and activities of his own and of others.
7. To have the ability to profit by experience, explanation, direction, and suggestion.

¹ Ruth Updegraff, Practice in Preschool Education, pp. 96 - 97.

8. To make active and adequate use of his capacities.
9. To safeguard his intellectual capacities or activities from disturbance by emotional considerations or influences.

Provision of experiences for the maximum mental development of the child in the group and for the group, as a whole, constitutes a daring challenge to the teacher. Play materials form an important element in educational guidance. The teacher should arrange these materials in such a manner as to foster intellectual activity. Individual abilities and interests necessitate a variety of challenging materials.

The preschool child is curious and inquisitive about the people, places and things with which he comes in contact. This explorative appetite should be satisfied by many opportunities to become familiar with his natural surroundings. In the beginning of the child's nursery experience he is concerned with his teacher, his playroom, his sleeproom and his group. After the child becomes established in his group, his interests turn toward other people and things in the nursery. This is the opportune time for a tour through the building to explore the kitchen, the laundry, the offices, and the rooms used by other groups. Outdoor play will present many ways of satisfying curiosity and interest. The pleasant feeling of fresh air, of misty rain, of fluffy snow, of taking care of flowers, of digging in moist earth, of playing

with sand will offer many occasions for experimentation and investigation.

The following is a suggestive list of experiences which may be introduced into the program at the discretion of the teachers.

Trips to:

Grocery store

Hardware store

Bakery

Fire station

Post office

Library

Aquarium

Parks

Churches

Scientific experiences in caring for pets, planting bulbs, and experimenting with water will contribute toward the enjoyment of nature. These experiences, although initiated by the child's questions will be enriched by wise guidance.

The language development of the child will depend largely upon his environment, his home training and associations and the use he makes of vocabulary presented to him in songs, stories, poems and conversations in the nursery.

Emphasis will be placed on encouragement in talking, self-

expression and experimentation with words. Every attempt will be made to set before the child good models for imitation and to foster confidence in his ability. Frequent attention given to mistakes will be avoided as this may develop self-consciousness in the child. Speech difficulties will be analyzed to discover the underlying causes in order to provide suitable correction. Particular attention will be given to the shy and reticent child to promote cheerful, happy conversation both with adults and other children. The teacher will also stimulate conversation among children engaged in cooperative projects. Primarily, the teacher is concerned with the correct guidance of the child but this very guidance will lead the child to build habits of independence in thinking and in doing. Every opportunity will be afforded the child to do as much as he can to take care of his needs in routine situations. As he gets older, more independence and self-reliance will be taken for granted.

The teacher will direct activities in an unobtrusive and indirect manner. Equipment will be placed in such a way as to develop initiative and provide incentives for increased activity. Her aim will be to help the child develop initiative so that he may not be dependent upon her for suggestions.

Self-reliance and constructive thinking are encouraged by the teacher to help the child solve his own problems. Various methods of working out problems will be proposed. The child will be encouraged to establish independence in this regard.

Spiritual development. From the very earliest years care must be taken to form true religious character in the child. This cannot be done without the teaching of religion. Simple truths of his Faith will be presented to the child in order to help him mold his character on them. The teacher will frequently bring to the child's mind, the thought of God, as Father and Friend of little children. The following methods will be used: short prayers, story-telling, dramatization, pictures, informal discussions, music, singing of simple hymns, grace before and after meals and visits to churches. Thoughtful planning and organization of meaningful materials to be presented to the child are of utmost importance in imparting religious concepts to the child. During the preschool period the child should be aware of the existence of God and be taught responsibility to Him. There are many simple, illustrated stories of the Christ Child which may be read to children of this age level. Since the child's perception is so acute, he is naturally impressed by what he sees. For this reason, worth-while religious pictures

and statues will be used as part of the child's environment. It is to be hoped that the religious atmosphere of the nursery will supplement the religious education which is primarily the inalienable right of the parents.

The responsibility of protecting the group from communicable diseases requires that parents be fair in keeping health regulations. Observance of small regulations are of assistance to the teacher in securing the welfare of all. Among these is the regulation regarding the care and identification of clothing. Each article should be kept clean and plainly marked to avoid confusion and loss of time in dressing. Children should be dressed appropriately to the season and the weather. Mittens should be fastened on the coat or in the bag and not in the pockets. Parents should also be careful to bring children on time and call for them at the appointed hour. Children will not be sent home with brothers, sisters, or other children younger than twelve years of age.

During the course of the year, educational meetings will be planned for the parents. These meetings may be lectures followed by discussion periods, informal talks with staff members or simply informal discussions with parents. Lectures will be given by local and outside speakers. Educational materials and suggestions will be

Parents. Cooperation between parents and the day nursery is a practical necessity if the children and parents are to derive full benefit from the services rendered. Parents should have a clear understanding of their responsibilities to the day nursery. The responsibility of protecting the group from communicable diseases requires that parents be fair in keeping health regulations. Observance of small regulations are of assistance to the teacher in securing the welfare of all. Among these is the regulation regarding the care and identification of clothing. Each article should be kept clean and plainly marked in order to avoid confusion and loss of time in dressing. Children should wear clothing appropriate to the season and the weather. Mittens should be fastened on the coat or on a tape going over the shoulders and through the sleeves. Parents must also be careful to bring children on time and call for them at the appointed hour. Children will not be sent home with brothers, sisters, or other children younger than twelve years of age.

During the course of the year, educational meetings will be planned for the parents. These meetings may be lectures followed by discussion periods, informal discussions with staff members or simply informal discussions among parents. Lectures will be given by active members of child welfare agencies and educational organizations. Topics will

cover phases of child development, child health, child psychology, education, nutrition, and ways and means of providing suitable recreation for preschool children. Attendance at such meetings will be optional.

Parent observation in the day nursery will be limited because the majority are working parents. For this reason, every effort will be made to arrange opportunities for such a valuable means of parent education. One of the principal advantages of observation is that a clear picture of all-round child development may be gained by witnessing actual examples. Parents will observe the teacher's techniques of handling difficult situations and of guiding children toward purposeful activities.

Conferences with teachers and staff members will contribute toward parent education. Individual parents may find it easier to talk freely with the teacher if there is an appointed time and place, while other parents may find it difficult to do so. In the latter case, the teacher will be of greater assistance by limiting her contacts to short casual conversations. Conferences may be planned by the teacher and parent when the need arises. In a conference of this type, the teacher will profit by the suggestions made by the parent and the parent will derive benefit from the teacher's recommendations. Anecdotal records, significant

behavior records and the progress summary will be discussed during conferences. Parents may ask advice on difficulties that the child presents in the home. In all, the teacher will aid the parent to attain a clearer and more intelligent understanding of the child's behavior and basic needs.

A parent's group will strengthen the bond between parents and the day nursery. The question of organizing a group will be placed before the parents at a meeting in the early part of September. Election of temporary officers will take place at the following meeting. Temporary officers will be responsible for the meetings and parents' activities over a period of time agreed upon. After said time has elapsed, officers will be elected for one year. Staff members will be available for consultation but the direct leadership of the group will be the responsibility of the elected officers.

The frequency, time, and place of the parents' meetings will be decided by the group.

Suggestions for group activities are frequent social gatherings, educational meetings, meetings to prepare gifts or surprises for the children, and those having a constructive purpose such as mending articles, washing furniture, painting, repairing equipment or any activity of a similar nature.

In the establishment of an active parents' group, the public relations program will be advanced. This organization

will be the most influential factor in encouraging cooperation with other child welfare agencies in the community.

Daily Program - The daily schedule which follows is a tentative program for daily activities. The individual needs of the children will often change the plan for the day. Seasonal changes, inclement weather, or trips will be other influential factors in changing the program to fit the circumstances. Even the most flexible program should maintain a fixed basis for eating and sleeping routines. A certain amount of routine in other activities is desirable in order to avoid confusion in the young child's mind. The individual within the group will receive individualized care and attention. The older group will require more flexibility than the younger group, for they have reached the ritualistic stage of development. Encouraging the activities is an excellent means of providing for individual differences. This will give the children the opportunity of expressing their own rate.

IV. PROGRAM

Daily program. The daily schedule which follows is a tentative program for daily activities. The individual needs of the children will often change the plan for the day. Seasonal changes, inclement weather, or trips will be other influential factors in changing the program to fit the circumstance. Even the most flexible program should maintain a fixed time for eating and sleeping routines. A certain amount of routine in other activities is desirable in order to avoid confusion in the young child's mind. The individuals within the group will guide the teacher in her day by day planning. The older group will require much more flexibility than the younger group, for they have passed the ritualistic stage of development. Dovetailing the activities is an excellent means of providing for individual differences. This will give the children the opportunity of progressing at their own rate.

Daily program - Group 1

7:45 - 9:00	Arrival and inspection of children
9:00 - 9:30	Free play - indoors - creative activities
9:30 - 9:45	Pick up toys
9:45 - 10:00	Bathroom routine
10:00 - 10:20	Mid-morning lunch
10:20 - 10:30	Rest
10:30 - 11:30	Outdoor free play
11:30 - 11:45	Bathroom routine
11:45 - 12:00	Rest
12:00 - 12:30	Dinner
12:30 - 12:45	Bathroom routine
12:45 - 3:00	Nap - bathroom routine
3:00 - 3:20	Afternoon lunch
3:20 - 3:35	Story - Music
3:35 - 4:45	Outdoor free play
	Departure

Daily Program - Group 2

7:45 - 9:00 Arrival and inspection of children
9:00 - 9:50 Free play - outdoor
9:50 - 10:00 Bathroom routine
10:00 - 10:10 Mid-morning lunch
10:10 - 10:30 Rest - story
10:30 - 11:30 Free play - indoor - creative activities
11:30 - 11:40 Pick up toys
11:40 - 12:00 Bathroom routine - rest
12:00 - 12:30 Dinner
12:30 - 12:45 Bathroom routine
12:45 - 3:00 Nap - bathroom routine
3:00 - 3:15 Afternoon lunch
3:15 - 3:35 Music
3:35 - 4:45 Free play - outdoor

V. RECORDS

Purpose. Records should be considered as a source of information useful to the teacher and others working with the child. Generally, they act as a guide in providing for individual differences. They serve as a basis for improving methods and techniques in handling children; and the social worker, psychologist, nurse or other specialists will find them helpful in approaching the child. They also enable each successive teacher to understand the child and begin with him from "where he is."

To summarize, they show growth and development as they occur in the individual child and thus contribute to the knowledge of both teacher and parent.

Types of records. Individual records.

Application card. This card contains essential information regarding the child and his family. The items include: family name, address, telephone, parish, marital status of parents, names, birthplace, date of birth, nationality, education, religion, and Baptism of each member of the family, name of grandparents, occupation and salary of both parents, reason for application, emergency data, fees, and Social Service Exchange.

General information blank.¹ Many little details concerning the child are necessary to work effectively with him. For this purpose general information on the child's physical, social, emotional, and intellectual development before his entrance to the day nursery will be requested of parents during an interview preceding admission. The reverse side will be reserved for significant contact with parents - conferences, telephone calls, and home visitations.

Child health record.² Material pertinent to child's early physical development, past illnesses, injuries, operations, and immunizations will form the first section of this record. The second part will deal with periodic physical examinations and height-weight records.

Progress summary.³ Information similar to the General Information Blank will be recorded by means of a checking system or when necessary a short explanatory phrase. However,

¹Adapted from General Information Sheet used by Saint Joseph College, Nursery School, West Hartford, Connecticut

²Connecticut State Department of Health

³Adapted from Progress Summary used in Cornell University, Ithaca, New York

this record will be the result of the teacher's observation of the child's behavior in the nursery. This record will be checked four times a year. The teacher may space her records to meet individual growth curves.

Anecdotal records. As a supplement to the progress summary, the teacher may wish to record anecdotes indicative of significant characteristics which will help in improving the techniques of handling individual children. In this case, the anecdotal record will be clipped on to the progress record.

Significant behavior record. When a child presents a definite problem in eating, sleeping or other habits - physical, social or emotional, it becomes necessary to observe particulars in regard to the difficulty. Therefore, a blank record sheet will be filled in by the teacher, who will record the child's behavior relative to the difficulty over a period of time, determined by the individual need of the child.

Group records. The roll book or attendance record will be a loose-leaf book containing the daily attendance of each child, and remarks explaining the cause for absence. If absence is due to illness, the date of onset, nature of

the illness, duration, and remarks will be recorded. This may then be transferred to the child's medical record. Each teacher will check her own attendance and send the count for her group to the office.

The height-weight and immunization record for the group will be a wall chart containing this information.

Keeping the records. The director and teachers will share responsibility for keeping records up to date. Staff members, only, shall have access to the files. Student teachers and nurses will be permitted to study the record of one child at the discretion of the director.

Application cards will be kept in a cardex file. The other records will be kept in a letter file.

Record forms follow.

Family Card Date of Application _____

Surname _____ Address _____ Telephone _____
Parish _____
Marriage Where? _____ Date _____
Status _____

Name	Birthplace	Date birth	Nat'l'y	Education	Religion	Baptism
Father						
Mother (maiden name)						
Children						
Other Adults						

Grandparents _____ Race _____
(paternal) _____ (maternal) _____

Father's Occupation _____ Address _____ Telephone _____ Salary _____
Mother's Occupation _____ Address _____ Telephone _____ Salary _____

Reason for application _____

Admitted _____ Entered _____ Discharged _____

CHILD HEALTH RECORD (cont'd)

PHYSICAL EXAMINATION FINDINGS

Name _____

Birth Date _____

Date			
Height			
Weight			
General Appearance			
Nutrition			
Skin			
Mucous Membranes			
Shape of head			
Fontanelles			
Craniotables			
Eyes			
Ears			
Nose			
Mouth			
Teeth			
Throat			
Tonsils			
Mouth Breather			
Lymph Nodes			
Heart			
Lungs			
Abdomen			
Genitals			
Hernia			
Posture			
Feet			
Bony Structure			
Muscle Tone			
Reflexes			
Mentality			
Examined by			

Positive Findings

CHILD HEALTH RECORD (cont'd)
ILLNESSES WHILE IN THE DAY NURSERY

Date of onset	Nature of illness	Duration	Remarks

PROGRESS SUMMARY

DRESSING

Teacher must do all
Needs much help
Needs some help
Needs little help
Needs no help

EATING

Must be fed
Needs much help
Needs some help
Needs little help
Needs no help
Many refusals
Finicky
Fair eater
Eats well
Hearty

SLEEPING

Much difficulty
Needs much help
Needs some help
Needs little help
Goes to sleep easily

TOILET

Bowel control
No control
Partial control
Complete control
Bladder control
No control
Partial control
Complete control

WASHING

Needs much help
Needs some help
Needs little help
Needs no help

PROGRESS SUMMARY (cont'd)

EMOTIONS

Anger

Never angry
Seldom angry
Angry under appropriate conditions
Often angry
Frequent tantrums

Fear

Timid
Occasionally shows fear
Controlled
Fearless
Reckless

Nervous habits (list individual habits)

PHYSICAL DEVELOPMENT

Activity
Inactive
Very quiet
Quiet
Active
Very active

Large muscle control (running, jumping,
climbing)
Very clumsy
Clumsy
Fair coordination
Good coordination
Exceptional coordination

Small muscle control (crayons, scissors, etc.)
Awkward and inept
Awkward
Fair control
Good manipulation
Exceptional coordination

PROGRESS SUMMARY (cont'd)

PHYSICAL DEVELOPMENT (cont'd)

Use of materials

Jungle-gym

Slide

Swing

Ladders

Boards

Inclined

Balance

Rocking

Wagon

Tricycles

Dolls

Doll carriage

Truck

Sled

Blocks

Paint

Clay

(List other types observed)

Imaginative play (kinds)

SOCIAL ATTITUDES

Shy

Reserved

Self-sufficient

Easy

Aggressive

Group play

Solitary

Onlookers

Parallel

Some participation

Much participation

Cooperation

PROGRESS SUMMARY (cont'd)

LANGUAGE

Speech

Incomprehensible

Indistinct

Some words indistinct

Clear

Vocabulary

Very limited

Good

Exceptional

Results of Mental Tests

Score

M. A.

C. A.

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

Significant Behavior Record

Significant Behavior	Comments	Recommendations

Eating Record

Date	Menu	Child's Serving	Difficulties	Recommendations

Weight-Height Record

[illegible]

Immunizations

Whooping Cough	Diphtheria	Tuberculin	Vac.	Tetanus	Mumps	Measles	German Measles	Chickenpox

Family Card (reverse)

In emergency call _____ Address _____ Tel. _____

In medical emergency call: Dr. _____ Address _____ Tel. _____

Date	Total Income	Weekly Fee

Social Service Exchange

GENERAL INFORMATION

Name _____ Address _____ Tel. _____

Date of Birth _____ Birthplace _____ Baptism _____

Habits

1. Eating

Appetite _____
Food likes _____
Food dislikes _____
Length of time it takes child to eat _____
Allergies _____
Cod liver oil _____

2. Sleeping

Hours of sleep	_____	P.M.	_____	A.M.	_____
Nap Period	_____	P.M.	_____	A.M.	_____
Reaction to bed time	_____	Acceptance	_____	Resistance	_____
Reaction to nap period	_____				
Parent's role in putting child to bed	_____				
Difficulties	_____				

3. Elimination

Bowel control _____
Bladder control _____
Attitude of parents to accidents _____

4. Emotion

Fears _____
Temper tantrums _____
Crying spells _____
Nervous habits _____

5. Social Attitudes

Attitude towards brothers and sisters _____

GENERAL INFORMATION (cont'd)

Attitude towards other children _____

Attitude towards adults _____

Play habits _____

Alone _____

With other children _____

Imaginary companions _____

6. Physical Defects

Speech _____

Ears _____

Eyes _____

Other _____

7. Discipline

How is child disciplined? _____

Do parents agree on methods of discipline? _____

8. List members of the household:

Siblings			Adults		Other children (cousins etc.)	
Name	Age	State relationship	Name	Age		
1.		1.			1.	
2.		2.			2.	
3.		3.			3.	
4.		4.			4.	
5.		5.			5.	
6.		6.			6.	

Remarks Home visits Conferences Telephone calls

VI. COMMUNITY CONTACTS

The purposes for establishing a good public relations program are: (1) to inform the public of the aims, procedures and needs of the day nursery, (2) to acquaint staff members with the services rendered by local agencies and thereby prevent duplication of services, (3) to keep informed of the current socio-economic trends and problems in order to meet the needs of the community, and (4) to establish a mutual understanding and cooperation between the day nursery and other organizations in the community. One means of attaining these aims is membership in the South Boston Neighborhood Council. The Council is composed of representatives from educational institutions, child welfare agencies, family agencies, health organizations, social service departments, and the juvenile court. Meetings are held monthly or every two months as needed. Topics discussed are pertinent to the immediate needs of the community.

The Health Unit, located at 119 Dorchester Street, includes a medical division, nursing service division, a tuberculosis division, division of communicable diseases, a diagnostic clinic, a dental clinic, an eye conservation clinic, division of child hygiene concerned with infant, preschool and maternal welfare, inspection of day nurseries, and medical

service in parochial schools.¹ The function of the day nursery in regard to these services is to interpret them to the parents.

In addition to the health offices in this unit, there are three social service offices - the Family Society, the Catholic Charitable Bureau, and the Boston Provident Association. These agencies will be of use to the social worker in her case work.

The Carney Hospital is the one hospital located in South Boston. It maintains an outpatient department for patients unable to meet expenses for medical service. Many of the pre-entrance physical examinations will be given at the outpatient department. This department has its headquarters at 140 Dorchester Street.

The day nursery will keep in close contact with the governmental agencies, cooperating with and depending upon them for protective services. This contact will be strengthened by planning trips for the children that they may explore the nearby fire station and post office. Similar relations with the neighborhood stores and bakeries will be maintained.

¹ Directory of Social Service Resources of Greater Boston, compiled and published by the Greater Boston Community Council, pp. 27 - 28.

The Knights of Columbus and the Catholic Daughters of America have already established a close relationship with the day nursery. They are interested in the works of the day nursery, and have been generous benefactors in helping to support it. Representatives from these two organizations will be on the advisory board of the Columbus Day Nursery.

It is important that the staff members endeavor to promote desirable relationships between the nursery and the schools to which the children are transferred when they leave the nursery. Valuable information concerning the needs of individual children can be given to the kindergarten teacher. This will guide her in directing her efforts toward purposeful activities which will benefit individual children as well as the group. An effective step in establishing this mutual interest is preliminary visits to the school by the four year old group in early or late spring. This will afford them the opportunity of becoming familiar with kindergarten and prevent unnecessary fears of entering a strange place in September. A means of continuing relations with the school would be for the director to make arrangements for the nursery school teachers to visit and observe in the kindergarten.

The services rendered by the churches in South Boston will be of primary importance to the day nursery in working

with the families. The social worker will refer spiritual problems to the parish priests.

The largest group having a personal interest in the day nursery will be the children's parents. Their contact with the nursery is of such a nature that they become individual representatives of the day nursery in the community. The success of all undertakings will depend to a great extent upon the cooperation of the parents. For this purpose, the proposed plan is to organize an effective parents' group as indicated in the long range program.

News reporters will be anxious to write up items that will appeal to the public. For this reason, the director will interview the news reporter for the local newspaper and inquire into what particular subject matters would have news value. Then, the director may appoint a committee or one staff member to collect and organize data for the newspaper. Whoever composes the final copy should be versed in the art of journalism.

VII. CONCLUSION

The proposed plans set forth in this Chapter will be effective in September, 1947. They will serve as a starting point for the growth and development of a Catholic Social Service Center in South Boston. The services will be augmented as soon as space and building materials are available.

BIBLIOGRAPHY

- Alschuler, Rose H., Two to Six. New York: William Morrow and Company, 1937. 177 pp.
- _____, Children's Centers. New York: William Morrow and Company, 1942. 168 pp.
- _____, And Christine Heinig, Play. Boston: Houghton Mifflin Company, 1936. 256 pp.
- Andrus, Ruth, et al., Curriculum Guides for Teachers of Children from Two to Six Years of Age. New York: John Day Company, 1936. 299 pp.
- Association for Childhood Education. Storytelling. Washington, D. C.: Association for Childhood Education, 1942. 36 pp.
- Bacmeister, Rhode W., Stories to Begin On, New York: E. P. Dutton and Company, Inc., 1940. 134 pp.
- Baruch, Dorothy, Parents and Children Go to School. Chicago: Scotts, Foresman and Company, 1939. 504 pp.
- Beer, Ethel S., The Day Nursery. New York: E. P. Dutton and Company, Inc., 1938. 215 pp.
- Biber, Barbara, Children's Drawings from Lines to Pictures. New York: Bureau of Educational Experiments, 1934. 43 pp.
- Blatz, William E., and Helen A. Bott, The Management of Young Children. New York: William and Morrow Company, 1930. 354 pp.
- _____, Dorothy Millichamp, and Margaret Fletcher, Nursery Education. New York: William Morrow and Company, 1935. 365 pp.
- Boettiger, Elizabeth, Children's Play Indoors and Out. New York: E. P. Dutton and Company, Inc., 1938. 189 pp.
- Bradbury, Dorothy E. and Esther Leech Skeels, Bibliography of Nursery School Education. Washington, D. C. National Association for Nursery Education, 1939. 64 pp.

BIBLIOGRAPHY (continued)

- Child Welfare League of America, Daytime Care: A Partnership of the Three Professions. New York: Child Welfare League of America, Inc., 1946. 31 pp.
- D'Amico, Victor, Creative Teaching in Art. Scranton, Pennsylvania. International Text Book Company, 1942. 261 pp.
- Dashiell, Alice T., et al, Day Nursery Care as a Social Service. Philadelphia, Pennsylvania: Pennsylvania School of Social Work, 1943. 85 pp.
- _____, The Health Program of a Day Nursery. New York: Child Welfare League of America, Inc., 1944. 16 pp.
- Dixon, Madeliene C., High, Wide, and Deep. New York: John Day Company, 1938. 300 pp.
- Eaton, Anne Thaxter, Reading with Children. New York: Viking Press, 1940. 354 pp.
- Ferrar, Marcella, Dynamics of Day Nursery Service as a Part of Child Welfare Practice. New York: National Federation of Day Nurseries, 1938. 13 pp.
- Forest, Ilse, School for the Child from Two to Eight. Boston: Ginn and Company, 1935. 286 pp.
- Foster, Josephine C. and Marion L. Mattson, Nursery School Education. New York: D. Appleton Century Company, Inc. 1939. 351 pp.
- Garrett, Annette, Interviewing - Its Principles and Methods, New York: Family Welfare Association of America, 1942. 123 pp.
- Gessell, Arnold, and Francis Ilg, Infant and Child in the Culture of Today. New York: Harper and Brothers, 1943. 399 pp.
- _____, First Five Years of Life. New York: Harper and Brothers, 1940. 399 pp.

BIBLIOGRAPHY (continued)

- Greater Boston Community Council, compiler, Directory of Social Service Resources. Boston: Greater Boston Community Council, 1946. 310 pp.
- Hamilton, Gordon, Theory and Practice of Social Case Work. New York: Columbia University Press, 1940.
- Haxton, N. Jennie, and Edith Wilcox, Step by Step in the Nursery School. New York: Doubleday Company, 1936. 238 pp.
- Hollis, F., Social Case Work in Practice. New York: Family Welfare Association of America, 1939. 313 pp.
- Hopkirk, Howard W., Institutions Serving Children. New York: Russell Sage Foundation, 1944. 244 pp.
- Hosley, Eleanor M., "A Manual for the Beginning Worker in a Day Nursery", New York: Child Welfare League of America, Inc., 1944. 16 pp.
- Johnson, Harriet M., School Begins at Two: A Book for Teachers and Parents, from the manuscripts of Harriet Johnson: Barbara Biber, editor. New York: New Republic, Inc., 1936 224 pp.
- _____, The Art of Block Building. New York: John Day Company, 1933. 47 pp.
- Landreth, Catherine, Education of the Young Child. New York: John Wiley and Sons, Inc., 1942. 270 pp.
- National Advisory Committee on W.P.A. Nursery Schools, Suggestions for Record Keeping in Nursery Schools. Washington D. C. Bulletin No. 4, National Advisory Committee on W.P.A. Nursery Schools, 1936. 104 pp.
- National Committee on Nursery Schools, Minimum Essentials of Nursery School Education. Boston: National Committee on Nursery Schools, 1930.
- National Organization for Public Health Nursing "Recommended Qualifications for Public Health Nursing Personnel" reprint from Public Health Nursing, January 1942.

BIBLIOGRAPHY (continued)

Neterer, Elizabeth, and Lovisa C. Wagner, What is a Nursery School? Washington, D. C. Bulletin of the Association for Childhood Education, 1940. 24 pp.

Richmond, N., What is Social Case Work? New York: Russell Sage Foundation, 1944. 244 pp.

Sawyer, Ruth, The Way of the Storyteller, New York: Viking Press, 1942. 310 pp.

Smith, Richard M. and Douglas A. Thome, Health Physical, Mental, and Emotional. Boston: Houghton Mifflin Company, 1936. 286 pp.

Undergraff, Ruth, et al., Practice in Preschool Education. New York: McGraw - Hill Book Company, Inc., 1938. 408 pp.

_____, and Helen C. Dawe, Syllabus in Nursery School Education, Iowa City, Iowa: Bulletin of State University of Iowa, Child Welfare Pamphlets, 1935. No. 46. 16 pp.

_____, The Child and His Education, Iowa City, Iowa: Bulletin of State University of Iowa, Child Welfare Pamphlets, 1939. No. 5.

United States Children's Bureau, The Healthy, Well-nourished Child, Washington, D. C.: United States Children's Bureau, Folder 17. 1940.

_____, Child from One to Six, Washington, D. C.: United States Children's Bureau, Revised Edition of Bureau Publication No. 30, 1931. 150 pp.

Washburn, Ruth, Children Have Their Reasons. New York: D. Appleton - Century Company, 1942. 257 pp.

Woodcock, Louise, Life and Ways of the Two Year Old. New York: E. P. Dutton and Company, 1941. 267 pp.

EFFICIENCY BOND

LEAD CONTENT

A. F. & P. CO

Date Due

JUL 18 1947	NOV 1 1950	
JUL 28 1947	OCT 17 1951	
OCT 21 1947	FEB 21 1953	
FEB 1 1948	APR 16 1953	
	APR 23 1953	
MAY 25 1948		
JUN 19 1948		
JUN 29 1948		
OCT 26 1948		
NOV 16 1948		
DEC 1 1948		
JAN 31 1949		
JUN 16 1950		
OCT 10 1950		

Library Bureau Cat. No. 1137



Service Paper
Trombley, A., Sr.
1947
stored

Trombley, A., Sr.
The reorganization of
Columbus Day Nursery
S. Boston, Mass. ...
Clare Mason
941 Blue Hill Ln
Worcester
G. Mason
FEB 21
Call

Service paper
Trombley, A., Sr.
1947
stored



ACCOPRESS BINDER

BF 250-P7

MADE BY

ACCO PRODUCTS, INC.
LONG ISLAND CITY, N. Y., U. S. A.

